



Geography Policy

Reviewed October 2016
Next review date October 2018

Rationale

"Geography is challenging, motivating, topical and fun. In our diverse society children need, more than ever before, to understand other people and cultures. The Geographical Association believes that geographical knowledge, concepts and skills are essential components of a broad and balanced curriculum. Geography makes a major contribution to children's physical, intellectual, social and emotional development. In short, geography matters! As Professor Andrew Goudie puts it, 'What other subject tells us so much about the great issues of our age?'"

The Geographical Association

At William Reynolds Primary School and Nursery the Geography curriculum is to enable pupils to understand the relationships between places, the human and physical processes that shape them, and the people who live in them. Geography is concerned with the past, present and future and helps pupils to make sense of the outside world. Geography is about seeing, doing, enquiring and experiencing.

Aims

At William Reynolds Primary School and Nursery we aim to offer opportunities to

- stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface;
- foster children's sense of wonder at the beauty of the world around them;
- help children to develop an informed concern about the quality of the environment and the future of the human habitat; and
- enhance children's sense of responsibility for the care of the Earth and its people.

As a school, our intention is to achieve these aims by adopting a range of approaches:

- Discussions with adults and talk partners
- Telling and reading stories
- Children posing and researching geographical questions
- Asking children to investigate, research, and organise information (bringing in relevant photographs or objects from home)
- Providing first hand experiences of fieldwork where possible, including visits and Forest Schools activities
- By using an extensive range of resources including
 - Story text, reference and library books
 - Pictures
 - Maps and other documents

- Television, DVD and radio
- ICT

Teaching and learning

The Foundation Stage

The different aspects of the humanities and sciences are encompassed within Understanding the World (*The World and People and Communities*) in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Literacy and Mathematics, Expressive Arts and Design). This curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality learning opportunities for the teaching of geographical skills and knowledge through the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables young children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

(see Appendix 1 EYFS Specific areas of learning)

Key Stages 1 and 2

The school's curriculum map provides details of which themes are covered by which year groups, and when these are taught. We are developing our planning so that medium term plans concentrate upon the relevant skills within the subject, particularly focusing on questioning skills and ways of interpreting evidence. We are aiming to achieve curriculum balance in Geography by providing rich, cross-curricular links to Geography wherever possible. We use the National curriculum in England (2014) published scheme of work as a starting point to encourage continuity and progression.

(see Appendix 2 Subject Content).

Role of the Subject leader

- To advise and support staff in the planning the teaching and learning of geographical skills.
- Purchase and organise geography resources, ensuring they are readily available and well maintained.
- Keep the written policy document and scheme of work up to date and evaluate the content and ways of working.
- Keep up to date with new thinking and ideas linked to geography
- Monitor teachers' planning as part of on-going subject monitoring and evaluation of practice with feedback for teachers.
- Support teachers in their own subject knowledge
- Support teachers in terms of levels of expectation of children's attainment

- Monitor the outcome for pupils and track pupil progress

Linking Geography to other subjects

The medium term planning for English and Mathematics documents the specific links where geography can offer a context for developing children's skills.

English

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are geographical non-fiction, whilst other works of fiction have a geographical backdrop. Children develop skills in speaking and listening through discussing geographical questions or presenting their findings to the rest of the class. They develop their writing ability by linking in with the literacy units of work.

Mathematics

Geography teaching contributes to the teaching of Mathematics in a variety of ways. This is through the collection and analysis of patterns in statistics and in order to draw clear conclusions about locations. Children represent this data in a variety of tables and graphs. They will use the eight points of a compass and four figure grid references when reading ordinance survey maps. Problems and puzzles often have a geographical theme, in order to embed geographical knowledge by immersion.

ICT

Information Communication Technology helps with geographical enquiry and develops geographical skills and understanding is used in the teaching of geography wherever possible. Children will be encouraged to use ICT when researching topics and where appropriate when presenting their work. ICT is used to help with geographical enquiry, through the use of geographical databases, interactive maps and research on the internet and interactive whiteboards.

Personal, Social and Health Education (PSHE), Citizenship and Community Cohesion

Geography contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of questions and issues relating to the environment, geographical representations, physical and human geography.

Through local geography work children can begin to develop their own cultural roots. Observing how the area and school has changed over a period of time and identifying significant local landmarks of historical and social significance. Children also explore and describe geographical diversity across the world.

Spiritual, Moral, Social and Cultural development

When teaching Geography, we contribute to the children's spiritual development where possible by giving them the opportunities to understand more about the world we live in and how we can look after it. We also provide children with opportunities to discuss moral questions, or what is right and wrong on topics linked to recycling, global warming and deforestation. The geography programme of study enables children to develop socially by making comparisons to life in modern Britain with other areas of our world and the differences in the socio economic backgrounds. They develop their social skills collaboratively to develop their social skills through pair work, group work and geographical games to foster good social behaviour and self-discipline.

(See appendix 3 - SMSC)

Resources

Geography resources are located outside Base 7. Books related to our key themes are in the Intervention Room.

Equal opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra curricular activities, all areas of the school grounds, equipment and resources.

Differentiation

There are four main types of differentiation used in geography by:

- *Outcome* - same task to all pupils, but one that allows a variety of responses
- *Support* - teacher input, specialist learning support and other pupils acting as responsible partners
- *Resources* - variety of resources available and accessibility of written materials
- *Learning task* - different tasks given to groups of individuals to assist the less able and stretch the more able.

We give children of all abilities the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Assessment and recording

We assess children's work in *Geography* by making informal judgements as we observe them during each lesson. On completion of a piece of work, the teacher responds to children's work, identifying areas for development.

Assessment without levels documentation supports teachers in planning and assessing children's work. On completion of a piece of work, the teacher responds to child's work, identifying areas for development. At the end of each year a written report is given to parents about their child's achievements in *Geography*. (Appendix 4, Assessing without levels)

Appendix 1

Early Years Foundation Stage specific areas of learning

Specific areas of learning	
Literacy	
09	Reading: Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.
10	Writing: Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.
Mathematics	
11	Numbers: Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. (This descriptor has been amended to reflect the increased level of challenge applied to the expected descriptor following the Tickell review.)
12	Shape, space and measures: Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.
Understanding the world	
13	People and communities: Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
14	The world: Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.
15	Technology: Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.
Expressive arts and design	
16	Exploring and using media and materials: Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.
17	Being imaginative: Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.

Appendix 2

Subject content

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observation, to enhance their location awareness.

Pupils should be taught :

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

* human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of the compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Appendix 3

SMSC within Geography at William Reynolds Primary School and Nursery

<p>Pupils' spiritual development is shown by their</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences 	
Foundation Stage	<p>Throughout the children's first years at William Reynolds they get the opportunity to take part in seasonal walks. They greatly enjoy these walks and are often very fascinated by the local environment. Map making takes place linked to their over-riding theme - 'Once Upon a Time' where they look at a variety of traditional stories. They use the story 'The Jolly Postman' as a stimulus to create a large map of where they live in Woodside. Often they use story puppets to develop their creativity and imagination for characters in their local area.</p>
Year 1	<p>During the autumn term in Year 1, children study the different locations around the world in which bears live. They are inspired by a trip to Dudley Zoo to further investigate the continents in which the bears live and the contrasting environments for each species. A sense of enjoyment and fascination is further developed in the Summer term when exploring different holiday locations in the UK and the contrasting environments. Discussions are developed to gain perspective about the weather patterns throughout the year and explain the different seasons.</p>
Year 3	<p>Interest develops in Year 3 where the children study weather around the world. Using compasses they become fascinated by where local places are in relation to cardinal points.</p>
Year 4	<p>Children in Year 4 gain respect for different people's faiths, feelings and values when studying the Mayan Civilisation. They gain an understanding of how the Mayans developed a sophisticated culture of city states with fine monumental buildings and characteristic stepped pyramids. Also they look at Rainforests as a topic where they consider the world around them and the importance of them for where we are living now.</p>
Year 5	<p>In year 5 the children carry out a local river study of the River Severn. This encourages the children to be aware of how the river has been used over the years and the importance it was to industry. It enables them to reflect on their experiences of a visit to see the meanders and tributaries as well as develop understanding of how to find these on 4 figure grid references. Children continue their fascination of learning through studying coastlines close to Shropshire and further afield. During this topic they will also study the water cycle and how the shape of the land help this. Children get the opportunity to attend Arthog outreach during the summer term where they are willing to take part in many activities and are able to reflect on their feelings.</p>
Year 6	<p>This year group get the opportunity to compare and contrasts the amazing mountain environments throughout the world.</p>

	During the spring term, children are offered the opportunity to attend Arthog, Wales for five days where they develop a sense of enjoyment and fascination of learning about themselves, others and life in a different part of the UK.
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Whole School

Throughout the year, children are given the opportunities to understand more about the world we live in and how we can look after it.

Music for assemblies, especially in the summer term, is chosen to show our wonderful world and songs from other cultures linking to our global school theme.

Music linked to songs from other countries also plays a part in children understanding the differences and similarities between different cultures. Forest School ensures the children are able to become creative in their local environment.

<p>Pupils' moral development is shown by their</p> <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England • Understanding of the consequences of their behaviour and actions • Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues 	
Foundation Stage	In Foundation Stage, children have the opportunity to recognise the difference between right and wrong when learning about Stranger danger and are able to apply these skills in their own lives to ensure they are safe. Understanding the consequence of their behaviour and actions when playing outdoors which is important to help develop an understanding of road safety. They gain respect for the civil and criminal law of England when learning about emergency services and how they work. Also they enjoy visits to the farm where they have to behave appropriately.
Year 4	Year 4 are able to understand the consequences of the decisions made by the Saxons to leave their own country and set sail to England. Using a range of sources children investigate and offer reasoned views about how the Saxons settled in to a way of life in their new country. They develop these reasoning skills through persuasive writing with a literacy link. Throughout the unit children gain an understanding of settlements and eventually build their own. When they do this they need to consider their moral and ethical views about where to and not build and why!
Year 6	During the unit 'The Mountain Environment' children debate on moral and ethical views of tourism. After considering views 'for' and 'against' tourists being allowed to stay near the mountain ranges they take part in discussions and write their own viewpoint. They consider what is right or wrong for that environment and appreciate the viewpoints of others.
<p>Whole School</p> <p>Geography subject leader led an assembly highlighting possible future careers in Geography as a result of them working hard in this subject at school. Other assemblies which have taken on a moral / ethical theme are recycling, Remembrance Day and our Wonderful World assemblies as part of the Global theme. The school's Secrets of Success are integral in promoting respectful behaviour within the area we live in and around school. At different times of the year children take part in fundraising activities such as Children In Need and Comic Relief. This encourages children to consider other people's lives and give their viewpoints.</p>	

Pupils' social development is shown by their

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Foundation Stage	Children in Foundation Stage develop a range of social skills when considering different religions, ethnic and socio-economic backgrounds around Woodside. They develop map reading skills when looking at the environment they live in. Within Foundation Stage children cooperate well with others and are able to resolve conflicts whilst having the opportunity to partake in Forest Schools.
Year 1	During the UK holiday destinations unit, children consider different communities, features and social settings in comparison to Woodside and each other. They have the opportunity for a Nature Day out at Weston Park where they use a range of social skills away from school and in a different environment. Children will get the opportunity to explore the area in which they live.
Year 2	When considering human and physical geography in Year 2, they compare hot and cold areas of our world and the differences in the socio economic backgrounds. When studying the 4 Countries and Capital Cities of the United Kingdom children have access to a London themed role play area. They develop skills and knowledge about what life has to offer in modern Britain. They are able to make comparisons to life in modern Britain with Brazil and the Amazon rainforest.
Year 4	Through the unit about Anglo-Saxons and Scots, the children are able to describe how the land has changed after the settlers arrived showing an understanding of social settings during that period of time. They use these skills to build their own settlements from knowledge gained considering the law of their land, democracy and being sensitive to the needs of others.
Year 6	In Year 6 the children develop a knowledge of different Mountain Environments and consider settlement areas and how they differ from Telford. They research the different backgrounds for the settlers and the economic activity. With a literacy link, the children are able to debate using fundamental British values when considering viewpoints on this.

Whole School

Throughout the year the School Council meet to discuss a variety of issues. They are very democratic when discussing the school environment and local area. Often votes will be taken as to how to improve the playground area, sustainability, eco garden and planting trees. William Reynolds believe it is important to offer children the opportunity to visit Zoos, Farms, mountain ranges, The Wrekin, rivers, English Heritage Sites and coast land in order to develop their knowledge of how Britain is today and participate in a variety of different communities and settings. Geography lessons taught ensure the children have the opportunity to work collaboratively to develop their social skills through pair work, group work, role play and geographical games to foster good social behaviour and self-discipline.

<p>Pupils' cultural development is shown by their</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • Willingness to participate in and respond positively to artistic, sporting and cultural opportunities • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	
Foundation Stage	Foundation Stage children develop an interest for where they live in Woodside or the local area. They understand and show positive attitudes towards people with different religions, ethnic and socio-economic groups in Telford and globally.
Year 2	Year 2 learn that there are 4 Countries and capital cities in the United Kingdom and are aware that there is a parliamentary system for each Country. They develop an understanding of the cultural influences which have shaped their own heritage and that of others in England, Scotland, Wales and Northern Ireland. When looking further afield the children in Key Stage 1 have the opportunity to learn about continents and oceans and the variety of different faiths and cultures in comparison to Britain.
Year 4	Year 4 consider how the Anglo Saxons and Scots shaped our heritage and that of others when settling in England. They make comparisons to what a settlement was like in that period of time in comparison to life in modern Britain. The history of the settlement is also explored through the distribution of place names.
Year 6	When studying the Mountain Environment, the Year 6's look at the importance of leisure and tourism and how shifts in culture have impacted on tourism. Children make comparisons of the mountain environment in Britain and globally.
<p>Whole School</p> <p>Throughout the summer term, the whole school embraces the global theme - My Wonderful World. During this time they look at how different cultures have shaped their own heritage, different faiths and cultural diversity as well as local, national and global communities. Other opportunities such as 'Arts Week' will encourage the children to develop an awareness of their local environment - Woodside. They will consider the culture they live in and how it has been developed over time.</p>	

Appendix 4

Assessing without Levels Geography

Name _____

Year 1

Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).	
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	
Identify land use around the school.	
Use basic geographical vocabulary to refer to: • key physical features , including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features , including: city, town, village, factory, farm, house, office and shop.	
Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	
Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.	

**Assessing without Levels
Geography**

Name _____

Year 2

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	
Use aerial images and plan perspectives to recognise landmarks and basic physical features.	
Name and locate the world's continents and oceans.	
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	
<ul style="list-style-type: none">• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	

**Assessing without Levels
Geography**

Name _____

Year 3

Year 3	
Ask and answer geographical questions about the physical and human characteristics of a location.	
Explain own views about locations, giving reasons.	
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	
Use a range of resources to identify the key physical and human features of a location.	
Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.	
Describe how the locality of the school has changed over time.	
Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	

Assessing without Levels Geography

Name _____

Year 4

Name and locate the countries of South America	
Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	
Name and locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	
Name and locate some countries of Europe and identify their main physical and human characteristics.	
Describe geographical similarities and differences between countries.	
Describe key aspects of: • human geography , including: settlements and land use.	
Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	

Assessing without Levels Geography

Name _____

Year 5

Collect and analyse statistics and other information in order to draw clear conclusions about locations.	
Describe how countries and geographical regions are interconnected and interdependent.	
Name and locate some of the cities, mountains and rivers of the world.	
Identify and describe how the physical features affect the human activity within a location.	
Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	
Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.	
Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).	
Understand some of the reasons for geographical similarities and differences between countries.	
Describe and understand key aspects of: • physical geography , including: rivers, mountains, volcanoes and earthquakes and the water cycle.	

Assessing without Levels Geography

Name _____

Year 6

Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).	
Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	
Name and locate some of the countries of the world and their identifying human and physical characteristics, including hills, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	
Describe how locations around the world are changing and explain some of the reasons for change.	
Describe geographical diversity across the world.	
Describe and understand key aspects of: • physical geography , including: climate zones, biomes and vegetation belts and rivers.	
Describe and understand key aspects of: human geography , including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	